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This literature review presents a concise chronology of supervision as it evolved on the American scene. It is emphasized that supervision has a unique definition for each user. Supervision in America evolved out of a basic school pattern inherited from the European school system. The early definition and concept of this position was vague. The first type of supervision was that implied in the head teacher concept. Eventually the school boards organized committees to inspect the schools. From these committees a single individual emerged as the overseer of the schools. This in turn led to the position of the superintendent. The normal school, elementary school, and the school district were among the agencies that influenced the development of supervision. These institutions were responsible for a number of varying supervisory positions or titles. (HW)

SUPERVISION:

in retrospect and prospect

by

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SUPERVISION:
in retrospect and prospect

Introduction

Supervision, as one of the oldest forms of educational leadership, has not evolved into the kind of work that attracts sufficient numbers of outstanding men and women. This point was articulated by Gwynn:

> . . . when leadership in supervision is most needed, many promising instructional leaders shun its opportunities, and experienced supervisors often seek transfers to other types of educational work.[1]

This facet of education, supervision, was originally a part of school administration, and therefore was synonymous with inspection. Since 1920, supervision has gradually developed as a separate entity. Gwynn comments as follows on this point:

> . . . supervision actually developed from the school superintendency and the principalship of the secondary school: yet its most successful application took place in the elementary school. . . . In this setting supervision developed as an adjunct to school administration.[2]

In an attempt to trace supervision from its early beginning to its present concept, a variety of ideas was borrowed from as many sources. This material is presented by first taking a look at the origin of supervision including some early definitions and concepts. From this point, a look at some present-day concepts and definitions, along with some emerging trends, will show how great has been the change from "then to now."

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[1] J. Minor Gwynn, Theory and Practice of Supervision (New York: Dodd Mead and Company, 1961), p. 3.

[2] Ibid.

Origin of Supervision

With the development of the first secondary school in Europe, and its emphasis on the development of moral and spiritual values, there was a need for close supervision from those in authority. Gradually this responsibility was placed on the shoulders of one individual, known as the Scholasticus, whose duty according to Kandel[3] included the selection of teachers, admission of pupils, the development of courses of study, and to conduct examinations. For the development of schools in the early colonies, i. e., in New England, the English pattern of schools was followed. First came the Boston Latin school in 1635, which was followed by Harvard in 1636, and later the school of the 3R's was founded. The chief aim of all these schools was the perpetuation of the established religion. As a result of these various types of schools, there appeared on the American scene many different types of supervision and supervisory positions.

With the establishment of the local school district by the school board or committee, various members were selected to act as a committee for the inspection of the physical plant, equipment, and pupil achievement. This committee was composed primarily of ministers, and learning was a major qualification. Initially, this committee was primarily concerned with the Latin Grammer School, but soon became concerned about all schools and took on the added responsibility of criticizing and advising the teachers. During this period, there existed a number of one and two teacher schools, but as communities grew

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[3]I. L. Kandel, History of Secondary Education (Boston: Houghton Mifflin Company, 1930), pp. 49-50.

into towns, towns into cities and these cities became metropolitan areas, the character of the schools changed to necessitate more then one or two teachers being placed in the school, i.e., the schools became "multi-teacher" schools. This, of course, precipatated the head teacher or principal teacher concept. This head teacher or principal teacher was assigned only certain administrative and/or managerial responsibilities. The superintendent of schools appeared on the scene during the second quarter of the nineteenth century, and as pointed out by Gwynn[4] the district superintendent eventually came to be the individual in charge of all supervisory responsibilities of the schools. Of course this overall responsibility did not come without opposition. Barr, Burton, and Brueckner's observation is pertinent at this point:

> There was considerable opposition from boards of education to this new office since the boards were jealous of the administrative and supervisory functions then vested with the board members. The new officier was at first, . . . a minor administrator. Today he is the executive-in-chief of the school system . . .[5]

with a considerable amount of supervisory responsibility. Early supervision was considered a part of administration, and all administration was of a face-to-face nature. Coffman describes early supervision as follows:

> First American school superintendents devoted their attention to the mechanical phases of school organization and management . . . their chief interest lay in having a place for everything and everything in its place. They emphasized the structural and static aspects of school procedure.[6]

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[4]Gwynn, op. cit., p. 5.

[5]A. S. Barr, William H. Burton, and Leo J. Brueckner, Supervision: Principles and Practices in the Improvement of Instruction (New York: D. Appleton- Century Company,1938),p. 3.

[6]L. D. Coffman, "The Control of Educational Progress Through School Supervision," N.E.A. Proceedings, 1917 vol. IV, pp. 187-190, as quoted in John A. Bartky, Supervision as Human Relations (Boston: D.C.Heath and Company, 1953), p.9.

But according to Bartky,[7] supervision soon found itself a unique administrative function to concern inself with: (1) the laying out and prescribing of materials and method, (2) the thinking of teachers in terms of efficiency levels, (3) the use of standardized tests and scales, and (4) the improvement of instruction through criticism.

Referring to the schematic[8] in figure 1, it may be readily observed that supervision in America evolved through a variety of educational institutions with each adding a slightly different facet to its meaning. This, of course, has resulted in considerable confusion and misunderstanding of what actually constitute or defines supervision.

Early Definition of Supervision

During the first quarter of the present century, the functions of supervision were primarily that of overseeing of teaching procedures, and of classroom management. In the board regulations, and in professional journals could be found only vague statements concerning the duties of the supervisor. The vagueness and humor with which early supervision was defined is seen in the following:

> The business of a supervisor is to cast a genial influence over his schools, but otherwise he is not to interfere with the work.
> Supervision is taking the broad view, the general view, and seeing the back and middle grounds as well as the foreground with its details. . . . Supervision is the vision in the old and beautiful sense of seeing things invisible.[9]

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[7]John A. Bartky, Supervision as Human Relations (Boston: D. C. Heath and Company, 1953),p. 9.

[8]Gwynn, op. cit., p. 6.

[9]Barr, Burton, and Brueckner, op. cit., p. 4.

Historical Development of The Supervisory Position

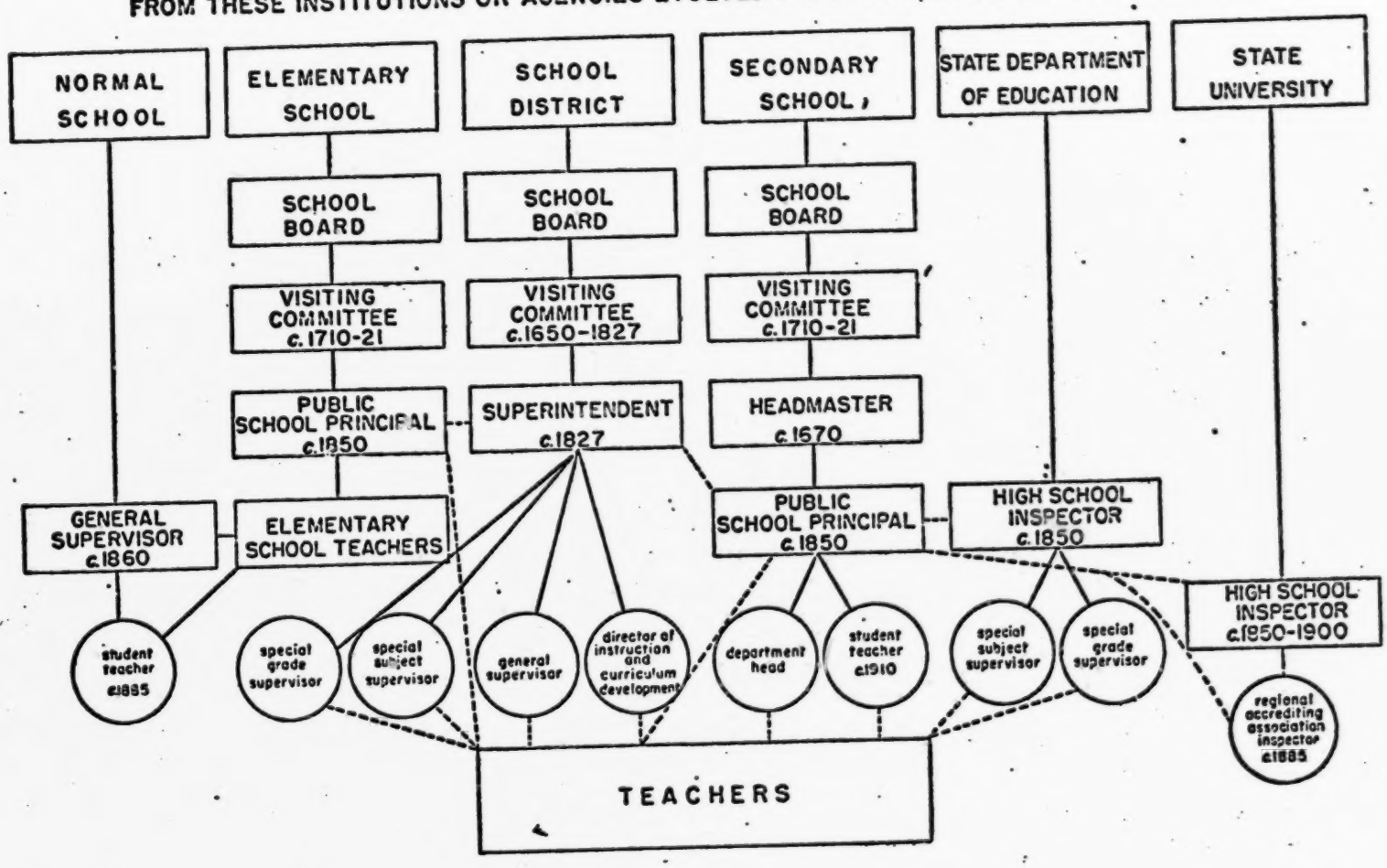

Figure 1

Of course, this definition left much to be desired. Therefore, a more viable and concrete statement was presented by Elliott[10] who stated that supervisory control is concerned with what should be taught, when it should be taught; to whom, by whom, how, and to what purpose. But the first modern concept was presented by Burton[11] in 1922, when he pointed out that supervision is concerned with:

1) The improvement of teaching acts (classroom visits, individual and group conferences, directed teaching, demonstration, teaching development of standards for self improvement, etc.)

2) The improvement of teaching in-service (teachers' meetings, professional readings, bibliographies and reviews, bulletins, intervisitations, self analysis and criticism, etc.)

3) The selection and organization of subject-matter and learning activity (setting up objectives, studies of subject-matter, experimental testing of materials, constant revision of courses, the selection and evaluation of supplementary instructional materials, etc.)

4) Testing and measuring (the use of standardized and local tests for classification, diagnosis, guidance, etc.)

5) The rating of teachers (the development and use of rating cards, or check-lists, stimulation of self-rating, etc.)

In pointing out how supervision should be concerned with the promotion of professional growth in teachers, Dunn has this to say:

> Instructional supervision, therefore, has the large purpose of improving the instruction, primarily by promoting the professional growth of all teachers, and secondarily and temporarily by correcting deficiencies of preliminary preparation for teaching by the training of teachers in service.[12]

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[10]E. C. Elliott, City School Supervision (New York: World Book Company, 1914), p. 12. as quoted from Barr, Burton, and Brueckner, op. cit., pp. 4-5.

[11]W. H. Burton, Supervision and the Improvement of Teaching (New York: D. Appleton-Century Company, 1922), Chapter I, as quoted from Barr, Burton, and Brueckner, op. cit., p. 5.

[12]Fannie W. Dunn, "What is Instructional Supervision?" Proceedings of the National Education Association, Vol. LXI, 1963, p. 763.

Finally, in 1926 the first objective[13] analysis of the actual supervisory duties or tasks appeared. There also appeared a number of other studies such as those by Ayer, Brink, Melby, and others.[14] These studies covered nearly all parts of the country, and analysized all levels of supervision which, in turn, served to stimulate the movement for a better definition of supervision. In one of the best reports, Melby[15] groups the investigations already made into four types, and his constitutes the fifth: (1) studies which seek to determine the functions of supervision, (2) studies which seek to determine the duties performed by supervisors and principals, (3) studies which seek to determine the duties performed by supervisors and principals in the improvement of instruction (with other functions disregarded), (4) studies which seek to evaluate supervisory activities in terms of teacher judgement, and (5) studies which seek to determine the degree of use or emphasis which supervisory activies are receiving and also seek to secure the judgement of various groups concerning the value of these activities.

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[13]A. S. Barr, "An Analysis of the Duties and Functions of the Instructional Supervisors," Bureau of Educational Research, Bulletin number 7 (Madison: University of Wisconsin , 1926), as quoted from Barr Burton, and Brueckner, op. cit., p. 6.

[14]Fred C. Ayer, "The Duties of Public School Administrators," Series of articles in American School Board Journal, beginning February, 1929;

[15]E. O. Melby, Organization and Administration of Supervision (Bloomington: Public School Publishing Company, 1929); William G. Brink, "Direction and Coordination of Supervision," Northwestern University Contributions to Education, School of Education Series Number 3, 1930; J. M. Hughes and E. O. Melby, "Supervision of Instruction in High School," Northwestern University contributions to education, School of Education Series number 4, 1930, as quoted from Barr, Burton, and Brueckner, op. cit., p. 6.

Present-day Concept of Supervision

Definition. The question might be asked: why not define the word super, then vision, and put them together to form a definition of supervision? This "seeing further" is one way of looking at supervision. Since the word, supervision, involves concepts, it can be seen that its definition will differ according to each persons concept of the word.

Listen to Kimball Wiles:

> Supervision has many different meanings. Each person who reads or hears the word interprets it in terms of his past experiences, his needs, and his purposes. A supervisor may consider it a positive force for program improvement; a teacher may see it as a threat to his individuality; another teacher may think of it as a source of assistance and support.[16]

A teacher's definition of supervision is derived from teacher-supervisor relationships and, of course, may be of a positive or negative nature.

Hagman presents this idea very clear:

> . . . Euphemisms have crept into the professional vocabulary as though the supervisor by using new terms could avoid the connotations of "snooper-vision" or industrial bossism in the professional relationships he develops with teachers.
>
> . . . . . .
>
> If unattractive meanings have been attached to honest words, perhaps the fault can be corrected by the precise and proper use of those words. One might argue that if supervision connotates snooper-vision to some persons, the term might equally well connotate super-vision, the seeing further, and more clearly. . . .[17]

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[16]Kimball Wiles, Supervision For Better Schools (Englewood Cliffs: Prentice-Hall, inc., 1967), p. 3.

[17]Harlan L. Hagman, in William H. Lucio, and John D. McNeil, Supervision: A Synthesis of Thought and Action, (New York: McGraw-Hill Book Company, inc., 1962), p. vii.

In their definition of supervision, Burton and Brueckner[18] calls it an expert technical service primarily aimed at studying and improving cooperatively all factors which affect child growth and development. While another writer[19] avers that one cannot adequately define supervision apart from its place in the organization, or apart from the other organizational processes of administration, management,and inspection since they are all used to name aspects of organizational activity.

Good defines supervision as:

> All efforts of designated school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction, and methods of teaching, and the evaluation of instruction.[20]

It might be pointed out that even though this definition appears in a recognized, respected professional dictionary it would be well to remember that supervision, as previously steted, has a unique definition for each user.

Supervisory Behavior.The schematic[21] in figure 2, shows the various types of supervision that eventually emerged on the American scene. In order

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[18]William H. Burton, and Leo J. Brueckner, Supervision: A Social Process (New York: Appleton-Century Crofts, inc., 1955),p. 11.

[19]John A. Bartky, Supervision As Human Relations (Boston: D. C. Heath and Company, 1953),p. 6.

[20]Carter N. Good, Dictionary of Education (New York: McGraw-Hill Book Company, 1955), as quoted in Ben M. Harris, Supervisory Behavior in Education (Englewood Cliffs: Prentice-Hall, inc., 1963),p. 335.

[21]Gwynn, op. cit., p. 11.

Various Concepts of Supervision, 1920-1960

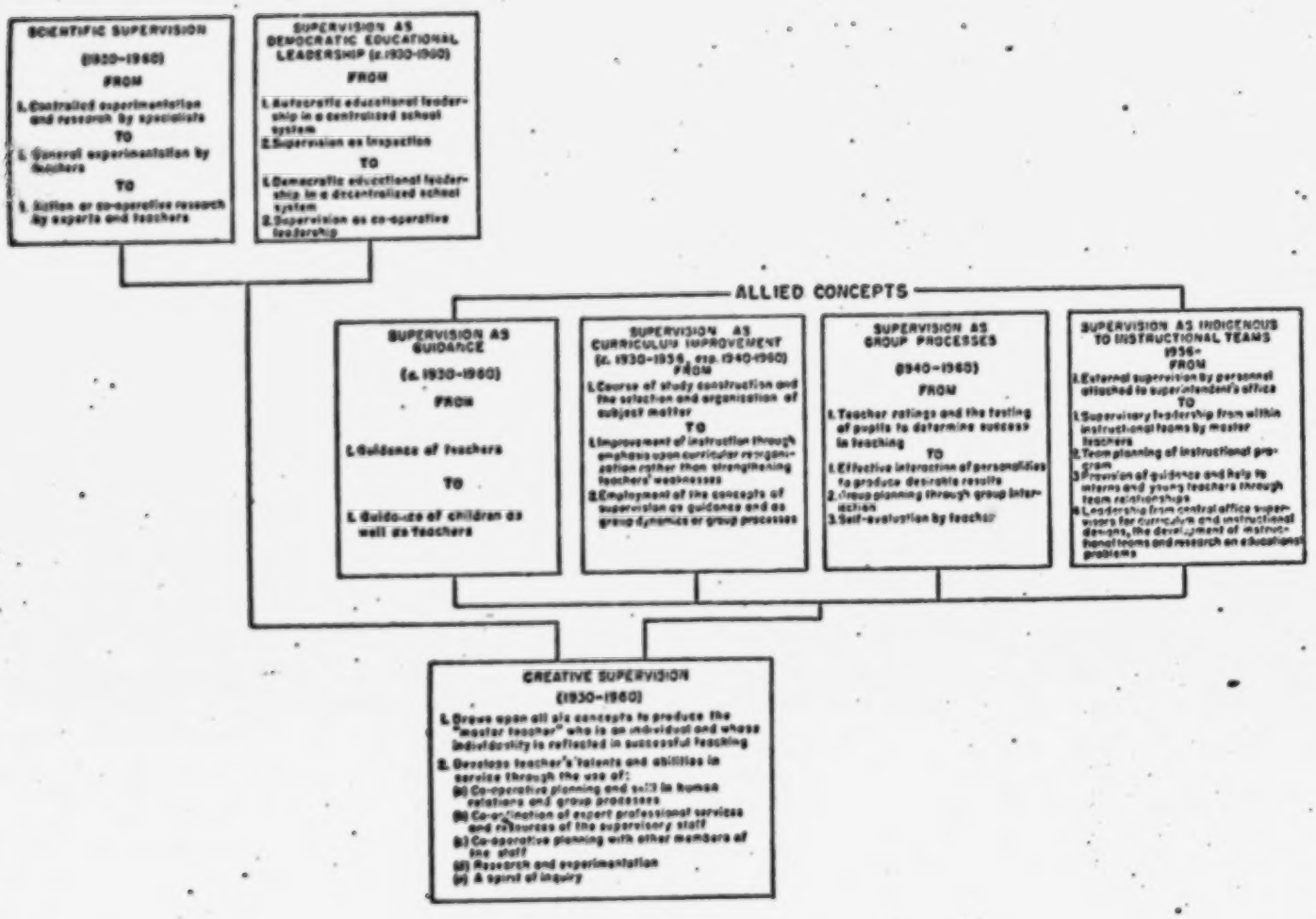
SCIENTIFIC SUPERVISION
(1920-1960)
FROM
1. Controlled experimentation and research by specialists
TO
1. General experimentation by teachers
TO
1. Action or co-operative research by experts and teachers
SUPERVISION AS DEMOCRATIC EDUCATIONAL LEADERSHIP (c.1930-1960)
FROM
1. Autocratic educational leadership in a centralized school system
2. Supervision as inspection
TO
1. Democratic educational leadership in a decentralized school system
2. Supervision as co-operative leadership
ALLIED CONCEPTS
SUPERVISION AS GUIDANCE
(c. 1930-1960)
FROM
1. Guidance of teachers
TO
1. Guidance of children as well as teachers
SUPERVISION AS CURRICULUM IMPROVEMENT
(c. 1930-1939, esp. 1940-1960)
FROM
1. Course of study construction and the selection and organization of subject matter
TO
1. Improvement of instruction through emphasis upon curricular reorganization rather than strengthening teachers' weaknesses
2. Employment of the concepts of supervision as guidance and as group dynamics or group processes
SUPERVISION AS GROUP PROCESSES
(1940-1960)
FROM
1. Teacher ratings and the testing of pupils to determine success in teaching
TO
1. Effective interaction of personalities to produce desirable results
2. Group planning through group interaction
3. Self-evaluation by teacher
SUPERVISION AS INDIGENOUS TO INSTRUCTIONAL TEAMS
1956-
FROM
1. External supervision by personnel attached to superintendent's office
TO
1. Supervisory leadership from within instructional teams by master teachers
2. Team planning of instructional program
3. Provision of guidance and help to interns and young teachers through team relationships
4. Leadership from central office supervisors for curriculum and instructional designs, the development of instructional teams and research on educational problems
CREATIVE SUPERVISION
(1930-1960)
1. Draws upon all six concepts to produce the "master teacher" who is an individual and whose individuality is reflected in successful teaching
2. Develops teacher's talents and abilities in service through the use of:
(a) Co-operative planning and skill in human relations and group processes
(b) Co-ordination of expert professional services and resources of the supervisory staff
(c) Co-operative planning with other members of the staff
(d) Research and experimentation
(e) A spirit of inquiry

Figure 2

to serve these areas properly, the supervisor must perform various tasks for which he must possess certain skills, and understand certain processes. These tasks, skills, and processes may be referred to as supervisory behavior. The tasks of supervision as seen by one writer[22] are divided into ten fairly distinct major tasks:

1). Developing curriculum. This includes designing or redesigning that which is to be taught, by whom, when, where, and in what pattern. Developing curriculum guides, establishing standards, and developing instructional units or courses of study.

2). Organizing for Instruction. Making organizational arrangements to implement the curriculum design. Grouping students and planning class schedules are examples of this task.

3). Staffing. Selecting and assigning the appropriate instructional staff member to appropriate activities in the organization. Programs related to this task include recruitment, screening, testing, and maintaining personnel records.

4). Providing Facilities. Designing and equipping appropriate facilities for effective use by instructional staff members. This includes programs for school building planning and developing educational specifications for equipment.

5). Providing Materials. Identifying, evaluating, selecting, and securing utilization of materials for instruction that make for efficient and effective instruction.

6). Arranging for In-service Education. Arranging for activities which will promote the growth of instructional staff members to make more efficient and effective use of time and facilities.

7). Orienting New Staff Members. Providing new staff members with necessary information and understandings to maximize their chances of initial success

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[22]Ben M. Harris, Supervisory Behavior in Education (Englewood Cliffs: Prentice-Hall, inc., 1963), pp. 13-14.

with a minimum of difficulties. This is closely related to in-service education.

8). Relating Special Services. Relating special services program to the major goals of the school. This involves identifying those services which have the greatest contributions to make to the instructional program, developing policies and working relationships which facilitate and do not impede instruction, and organizing for the maximum utilization of special services staff competencies to facilitate instruction.

9). Developing Public Relations. Developing public relationships with the public in relation to instructional matters. This task is concerned with informing, securing assistance, and avoiding undesirable influences from the public in relation to the instructional program.

10). Evaluating, planning, organizing, and implementing activities for the evaluation of all facets of the educational process directly related to instruction.

Skills. The skills of supervision pointed out by Harris[23] include the following: (1) writing, (2) listening, (3) observing, (4) empathizing, (5) diagnosing, (6) synthesizing, (7) visualizing, and (8) analyzing. A taxonomy of these skills by Katz[24] breaks them down into the three classes of human, conceptual, and technical. There are many other skills that could be listed here but this list provides the most basic of all these skills.

Processes. When speaking of a process one should automatically ask how? By what method will the supervisor accomplish this or that task? Drawing upon the expertise of Harris[25] again, he lists the five broad areas of supervisory processes as (1) planning, (2) organizing, (3) leading, (4) controlling,

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[23]Harris, op. cit., p. 12.

[24]Robert L. Katz, "Skills of an Effective Administrator", Harvard Business Review, Vol. XXXIII, Number 1, as quoted in Harris, Ibid. p. 15.

[25]Harris, op. cit., p. 12.

and (5) assessing. A closer look at the supervisory tasks, skills and processes is presented in the schematic[26] shown in figure 3. Here, the cube of behavior shown in the upper right of the figure shows one of the many skills and processes required to accomplish the single task of in-service education.

Supervision For Continuity

Supervisory activities vary significantly in their orientation toward either continuity or change in the educational program. Supervisory activities geared toward continuity are those which seek to maintain the status quo with only minor changes in the program, and to resist pressure for change from various in and outside sources. This type of supervision is called tractive supervision.[27] Tractive supervision should not be considered undesirable because it is a necessity to an organization responsible for producing according to the requirements of society. This type of supervision is also necessary as an aid in preventing radical change from one method or procedure to another without the necessary planning. Tractive supervision is seen in: (1) the orientation program for new teachers, (2) course of study writing, (3) faculty meetings, (4) teacher evaluation, and many other ingroup activities.

Supervision For Change

Supervision for change might be viewed as the exact opposite to supervision for continuity. Here, change is the key word, and the emphasis is on discontinuity or the disruption of existing practices and the substitution of others. This type of supervision is called dynamic supervision, and . . . "like tractive supervision, the desirability of dynamic supervision activities is a

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[26]Harris, op. cit., p. 12.

[27]Ibid., pp. 18-19.

Tasks, Skills, and Process Components of Supervisory Behavior

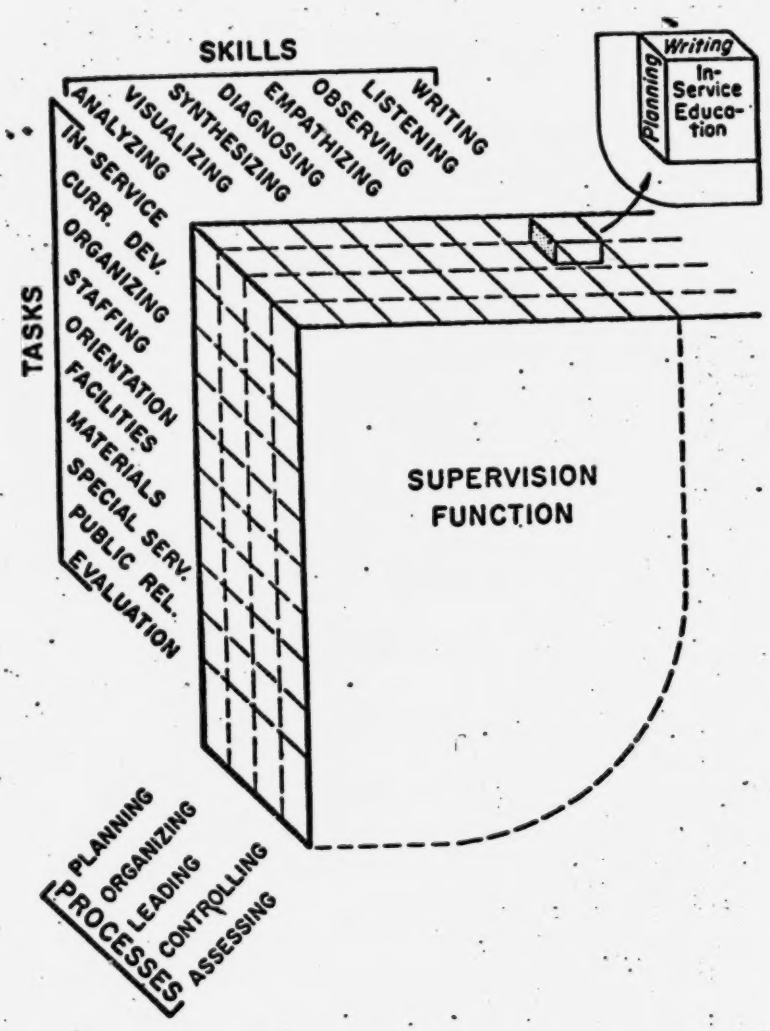

Figure 3

a matter of values, goals, and alternatives".[28] Dynamic supervision is expressed by: (1)introducing new programs, (2) experimenting with new techniques, (3) the elimination of certain courses are sought, (4) staff evaluation to redefine roles or add new positions, and many others.

Emerging Trends

It might be remembered that during the 1920's, 1930's, 1940's and 1950's, there existed a general supervisor responsible for all aspects of the school. Today, the emphasis is on expertise, i.e., the trend is toward specialization. Concerning specialization Wiles comments:

> . . . the supervisory staff will be more specialized and diverse that it has been in the past. The specialist in subject matter, learning disabilities, mental health, media, and research will not have a common background or depth of teaching experience. . . . but will be added to the task force because they have a competency that can be used.[29]

Supervision faces some newer problems which will require, for their solution, more knowledgeble and competent supervisors. The table[30] in figure 4, shows some of the newer problems of supervision, along with some supervision competencies needed to meet them. This table is by no means complete. there are many other problems that could be listed, but this is only to serve as an example of these problems. Another recent trend is the continued efforts to combine the two offices of supervisor and curriculum coordinator in a school system into one office titled director of instruction or coordinator of instruction and supervision. Indications also point to the eventual re-

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[28]Harris, op. cit., p. 20.

[29]Wiles, op. cit., p. 306.

[30]Gwynn, op. cit., p. 437.

Newer Problems of the Supervisor and Competencies Needed to Meet Them

Problems	*Competencies*
1. Mass media of communication: radio–TV–newsstand publications–newspapers	1. How to use these media through knowledge of policies and practices in other schools
2. Intergroup, intercultural, religious and racial problems	2. Information on experiments, materials, and practices; and ability to help develop impartial approach
3. Free curricular and instructional materials	3. Standards for analysis, and for grade levels, if usable
4. Teaching children and teachers by television	4. Information on successful experimental practices in teaching children and adults by TV
5. Crowded and overcrowded buildings	5. Information on 2-shift programs and on double sessions, and how organized
6. Co-operative reports to parents, that is, teacher and parent co-operatively assess pupil progress (teacher-parent conferences)	6. Knowledge of successful practices in this area
7. Teaching of controversial issues, and freedom in teaching	7. Ability to identify propaganda, to secure source and factual materials on each side, and to identify the issue(s)
8. Helping parents to understand what the school is trying to do	8. Facility as to when, where, and how the supervisor meets the public and the community
9. Role of supervisor in planning school buildings	9. Familiarity with blueprints and reading of specifications; visits to schools for ideas
10. Work experience programs in high school and their enlargement	10. Information about types of programs and learning how they operate by visitation
11. Analysis and understanding of attacks on public education	11. Familiarity with types, sources, and how other communities have met them
12. Lack of trained teachers	12. How to train these in service
13. Curriculum improvements by the individual teacher; system-wide curriculum improvements	13. Knowledge of newer methods and how to use them; skill in group processes and problem solving

Figure 4

quirement of a doctor's degree for these positions. Another trend that seems to be growing is that of state consulative services for supervisors.

In this age, termed the "innovative age" for education by this writer, the theme seems to be "don't hesitate- innovate". With the United States Federal Government providing financial support for research in education, the supervisor's tasks have increased in depth.

Some of the knowledge and skills that the future supervisor must posses are: (1) learn how to supervise student or cadet teaching,(2) he must learn to get along more satisfactorily with women since most teachers are women and he will be dealing with 65% more married teachers as compared to 30-40% formerly, (3) he must also learn to deal with the "new" teacher who married right after college, and decided to rear a family before entering the teaching profession. As suggested by Gwynn[31] there are three ground rules that the supervisor should operate under at all times: (1) the teaching profession has come a long way-from the teacher as judge diciplinarian, and oracle to the teacher as constructive, creative guide of children and youth, (2) real teaching is exciting , and the supervisor should never do anything to a teacher to prevent its being so, (3) there are several unmistakable signs by which the supervisor can tell when he is becoming conplacent, which is the beginning of the end of his effectiveness. These signs are:

1). When he begins to know all the answers.

2). When he sits in his office more than he is at work outside of it.

3). When he thinks of something else while a teacher is telling him his problem.

4). When he begins to think that children are worse today than they used to be.

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[31]Gwynn, op. cit., p. 448.

5). When he becomes allergic to any change in his habits or schedule.

6). When he blames the poor morale or inadequate program of the school upon someone else.

7). When he fails to keep up with new ideas in education.

8). When he becomes sloppy in his dress and appearance.

9). When he feel that his importance has been overlooked.

10). When the page of a book or a report becomes more interesting than the face of a child.

Summary Statement

Supervision in America evolved out of a basic pattern of schools inherited from the European school system. The early definition and concept of this position was vague and sometime even humorous. The first type of supervision was that implied in the head teacher concept.Eventually the school boards organized committees to inspect the schools among other things. From these committees a single individual emerged as the overseer of the schools. This finally led to the position of superintendent.

Among the agencies and institutions that influenced the development of supervision were: (1) the normal school, (2) the elementary school, (3) the school district, and others as shown in figure 1. These institutions and/or agencies were responsible for a number of varying supervisory positions or titles as shown in figure 1, while figure 2, shows the various "schools" or types of supervision that developed, and how their aims and/or objective changed with time.

Because of the brevity of this report, certain ideas and processes were not explored to their fullest extent. However, it was not the intention of the writer to present an exhaustive study of the topic, but to present a clear

concise chronology of supervision as it evolved on the American scene.

No attempt was made to explain the schematics (figures 1,2,3, and 4) in detail because the writer felt that they were self explainitory.

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